

The Administrator Guide

to the

**Project Graduation
Virginia SOL Reading Tutorial**

2006-2007 School Year

Table of Contents

Welcome	3
Overview	3
Eligibility	3
Tutorial Content and Structure	4
Getting Started - A Step by Step Use Model	5
1. Sign In	5
2. View Registered Facilitators / Students	6
3. Reports in Detail	7
4. Detailed Performance on Skills	7
5. Assessment Results – Change in Performance	9
6. Assessment Results - Individual Student Performance	11
7. Question Response Details	12
8. Disaggregate Performance Report	13
9. Group Students by Shared Skill Performance	13
10. Usage by Log-Ins	14
11. Usage by Tests Taken	15
12. View Benchmark Tests	17
Help and Information	19
Appendix	20
Virginia SOL Reading Tutorial Unit Plan	20

Welcome

On behalf of Virginia Department of Education and The Princeton Review, welcome to the Project Graduation Virginia SOL Reading Tutorial. We are delighted to be able to offer administrative accounts this year as we know your participation will only increase your students' chances of success on the SOL exams.

This administrator guide is intended to provide you with an overview of the tutorial as well as tips on maximizing usage within your school and/or division. We also encourage you to consult the facilitator/teacher guide for more detailed information.

Overview

The reading tutorial was originally piloted during the fall and winter of 2003 and 2004 as part of Governor Warner's Project Graduation initiative and has been used successfully during the 2004-2005 and 2005-2006 school years by over 16,000 students. Built on The Princeton Review's assessment platform, Homeroom.com, the Tutorial is designed to determine student academic needs through an online assessment and tailor web-based lessons to those needs. Upon completion of all recommended lessons, students will take a final online assessment. When students successfully complete the final assessment they will be well prepared for the English RLR SOL examination. Students may review tutorial lessons and retake the final online assessment until they and their teachers are confident the student is prepared for the SOL assessment.

Although students may engage in lessons from home or school, each school must provide a facilitator to serve as a mentor and guide to enrolled students. Facilitators should be endorsed English teachers. Facilitators will have access to student accounts, will monitor student progress, and offer individual guidance.

Eligibility

Teachers may now enroll seniors who have not passed the English Reading Standards of Learning assessment, or juniors determined to be at-risk of not passing this same assessment.

***Please advise new facilitators to review the Tutorial Unit Plan at the end of the Facilitator / Teacher Guide for detailed SOL alignment.**

Tutorial Content and Structure

The Tutorial is designed to help facilitators/teachers assess students' strengths and weaknesses via customized assessments, analyze student performance with a multitude of reports, and finally, take immediate action by assigning appropriate re-teaching resources. All Tutorial content has undergone a rigorous review by Virginia Department of Education.

ASSESS

Full-length Diagnostic Pre-test: This pre-test contains some actual passages and items from previously released SOL assessments and is completely aligned to the SOL blueprint. All students should begin the tutorial by taking the pre-test in an actual "test-like" setting.

Nine Instructional Units: There are nine instructional units, each with a corresponding unit pre/post quiz. (See Appendix for complete Tutorial Unit Plan).

Full-length Post-test: Students may take a final, full-length practice SOL prior to taking the actual SOL exam. Just like the pre-test, the post-test follows the SOL blueprint.

ANALYZE

Performance Reports: Facilitators may use a variety of reports (i.e., individual student performance, overall class performance, item analysis) to diagnose student skill deficiencies. All reports are broken out by SOL reporting categories (*Use word analysis strategies and information resources, and Demonstrate comprehension of printed materials*).

ACT

Skill Remediation Resources: The Tutorial provides teaching resources for every skill tested on the SOL. These resources include but are not limited to: lesson plans, worksheets and web activities.

Getting Started

1. Sign In

Administrator Username/Password:

If you have already registered for the Tutorial, please refer to the Welcome email you received from The Princeton Review. If you have not yet received your username/password, please e-mail The Princeton Review's Customer Support Team at helpme@review.com or call 1-888-778-7737.

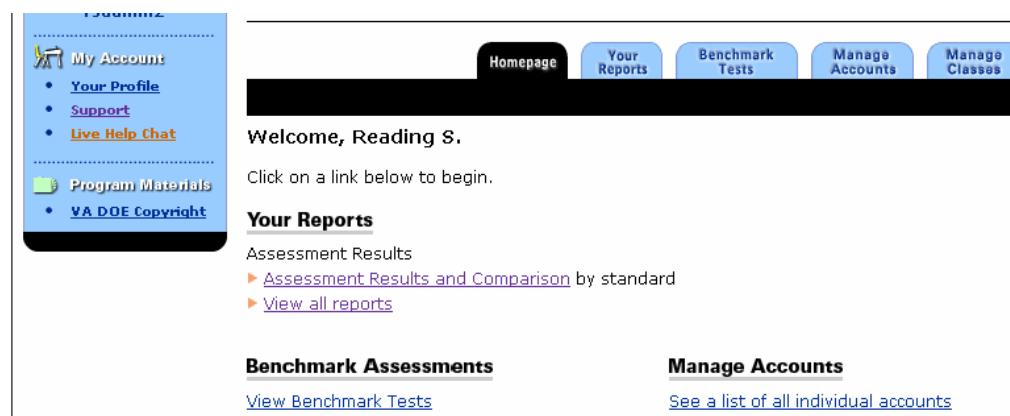
Signing In:

Open up the web browser on your computer and type in the following web address www.ac.princetonreview.com. Enter in your **username** and **password**. Click **Sign In**.



The screenshot shows the login page for The Princeton Review. On the left, there is a sidebar with the logo and a link to 'Looking for more information on K-12 Services?' with sub-links for Assessments, Prof. Development, and Instruction. The main content area has a welcome message and a sign-in form. The form includes fields for Username (rsadmin2) and Password (masked with dots), and a Sign In button.

From your homepage, you'll have several options.



The screenshot shows the user homepage. On the left, there is a sidebar with links for My Account (Your Profile, Support, Live Help Chat), Program Materials, and VA DOE Copyright. The main content area has a navigation bar with links for Homepage, Your Reports, Benchmark Tests, Manage Accounts, and Manage Classes. Below the navigation bar, there is a welcome message and a link to begin. The 'Your Reports' section includes links for Assessment Results, Assessment Results and Comparison by standard, and View all reports. The 'Benchmark Assessments' section includes a link for View Benchmark Tests. The 'Manage Accounts' section includes a link for See a list of all individual accounts.

We suggest you first find out which facilitators and students are registered within your school. Don't be discouraged if you see only one or two facilitators listed. You may just have a few students who are in need of SOL remediation / preparation. However, if you don't see any facilitators or students listed, and you know that there are students who would benefit from using the Tutorial, please investigate further.

2. View Registered Facilitators / Students

Manage Classes

Before you start viewing reports, it is important that you get the “lay of the land” within your school. How many facilitators are registered? Which students are assigned to each teacher? Have facilitators actually started creating their classes?

From your homepage, click **Manage Classes**. The next page will list all the classes that have been created within your school, along with the corresponding teacher name.

The screenshot shows the Project Graduation Virginia SOL Reading Tutorial interface. The header includes the logo, the date 'Thursday, January 12, 2006', and the school name 'VA Reading Demo School 1, Richmond, VA'. A sidebar on the left contains links like 'admin2', 'Account', 'Profile', 'Support', 'Help Chat', 'Program Materials', and 'VA DOE Copyright'. The main navigation bar has buttons for 'Homepage', 'Your Reports', 'Benchmark Tests', 'Manage Accounts', and 'Manage Classes'. The 'View - Class Information' section displays a table of classes.

Class	Lead Teacher	Subject	Grade
Macmillan - Block 2	Teacher, Reading	Reading	12th
Rissin - Period 3	Teacher, Reading	Reading	11th
Robertson - Period 4	Teacher, Reading	Reading	12th

Click on a class name to view the students within each class. The column labeled **Date of Last Use** will tell you the last date/time a user has logged in to the Tutorial.

The screenshot shows the 'Class Settings & Roster' page for 'VA Reading Demo School 1, Richmond, VA'. The sidebar and navigation bar are consistent with the previous screenshot. The 'Class Settings & Roster' section includes a link to 'Add/Remove a teacher to/from this class' and two tables: 'Teachers' and 'Students'.

Teachers

Lead Teacher	Teacher Name	Username	Date Of Last Use
✓	Teacher, Reading	RTeacher54	1/10/2006 5:35:17 PM

Students

Last/First Name	Username	Date Of Last Use
Student, Kelly	KStudent90	11/22/2005 5:00:29 PM
Student, Michelle	MStudent221	11/22/2005 5:00:29 PM
Student, Victor	VStudent60	11/22/2005 5:00:29 PM
Student, Xena	XStudent49	11/22/2005 5:00:29 PM

3. Reports in Detail

Now that you have some context, let's dive right in! Start by clicking on the tab labeled **Your Reports**.

Support
• [Live Help Chat](#)
• [Program Materials](#)
• [VA DOE Copyright](#)

Your Reports

Click on the type of report you wish to generate. Please note that all reports are based on data collected as of 1/11/2006 8:53:00 PM ET.

Assessment Results by Grade, Class, and Student

- ▶ [Detailed Performance](#) on skills
- ▶ [Assessment Results and Comparison](#) by standard
- ▶ [Individual Student Performance](#) by skill
- ▶ [Question Response Details](#) by class and student
- ▶ [Disaggregate Performance](#) by student characteristics

Grouping for After School and Pullout Work

- ▶ Group students by [Shared Skill Performance](#)

Detailed Performance on Skills

This report shows how well students are performing on tested skills across multiple assessments (i.e., full-length diagnostic pre-test and any unit quizzes). You can think of it as an “overall” or “cumulative” report.

After clicking on **Detailed Performance**, select **Reading 11** on the next page. The Benchmarks are 11th grade tests therefore 12th grade will not be an option. Click **Next**.

Homepage Your Reports Benchmark Tests Manage Accounts Manage Classes

Assessment Results - Detailed Performance

Choose your report criteria.

Select the grade and subject for the state standards on which you would like a report:

Reading 11th

Next

Select the group of students you would like to view this report on, 11th or 12th graders. If you only see one grade listed that may be the only grade level registered to date in your school.

Assessment Results - Detailed Performance

Review or edit your choice(s) then choose the next report criteria below.

Subject & Grade: Reading 11th [Edit](#)

Choose your report criteria.

Select the grade of the students on whom you would like a report:

11th

Next

Click **Next**.

Choose **All Strands** if you'd like to see student performance across all SOL reporting categories, or select an individual reporting category. You may choose to view **All** classes, a **specific class**, or a **Class by Class Comparison**. After you have made your selection, click **Next**.

If you have chosen to view a class by class comparison, you will see student performance for the entire school as well as performance by individual class. Note that the reports are structured as follows:

Reporting Category (*Demonstrate comprehension of printed materials*)

Unit (*Unit 1 Understanding Text – Identifying basic facts...*)

SOL (*9.3a Identify format text structure and main idea...*)

Skill (*Main Idea...*)

Standard	MARION SENIOR HIGH	1st Period	Hinnant section2	Shrestha 1st period	Shrestha 2nd Period	Shrestha 6th period
Demonstrate comprehension of printed materials [Desc]	73%	72%	52%	78%	67%	76%
Unit 1 Understanding Text - Identifying basic facts an... [Desc]	68%	53%	45%	69%	62%	72%
9.3a Identify format, text structure and main idea [Desc / Skill Breakdown]	57%	50%	47%	58%	54%	58%
9.4c Synthesize information from sources and apply i... [Desc / Skill Breakdown]	68%	50%	36%	69%	64%	71%
9.4e Extend general and specialized vocabulary throu... [Desc / Skill Breakdown]	76%	60%	55%	79%	67%	85%
Unit 2 Making connections - Deepening the understandin... [Desc]	70%	100%	52%	77%	68%	65%
9.4b Evaluate clarity and accuracy of	70%	100%	52%	77%	68%	65%

Assessment Results – Change in Performance

This report shows you how classes as a whole performed on an individual benchmark. It may also be used to compare unit pre and post tests.

From **Your Reports** page, click on **Assessment Results and Comparison**. On the next page, select Reading 11th (all benchmarks are 11th grade), click **Next**.

Let's imagine that you'd like to see how all of your students fared on the diagnostic pre-test. Simply click the radio button next to the test name (*VA SOL Tutorial Pre-test (11)*) and select **View Report on this Assessment only**.

Select	Benchmark Assessment	Date Created
<input type="radio"/>	VA SOL Tutorial Pre-Test (11)	7/2/2006 12:00:00 AM
<input type="radio"/>	VA SOL Tutorial Post-Test (11)	7/2/2006 12:00:00 AM
<input type="radio"/>	Unit 2 Pre Test (11)	7/2/2006 12:00:00 AM
<input type="radio"/>	Unit 2 Post Test (11)	7/2/2006 12:00:00 AM
<input type="radio"/>	Unit 3 Pre Test (11)	7/2/2006 12:00:00 AM
<input type="radio"/>	Unit 5 Pre Test (11)	7/2/2006 12:00:00 AM
<input type="radio"/>	Unit 5 Post Test (11)	7/2/2006 12:00:00 AM

The first table displays student performance by proficiency category. To view individual student names and scores, click on the underlined number (i.e., click on the number 10 in the 69% - 0% category).

Assessment Results - Change in Performance

Report Criteria

Subject & Grade: Reading 11th [Edit](#)

Assessment:
VA SOL Tutorial Post-Test (11) (50 Quests.) (91/100 Students) [Edit](#)

Report Key

- 100% - 85%
- 84% - 70%
- 69% - 0%

[Printer-Friendly Format](#)

Achievement Level

22% of your 11th grade Reading students achieved 69% - 0% on VA SOL Tutorial Post-Test (11).

Achievement Level	Current
100% - 85%	28 (31%)
84% - 70%	43 (47%)
69% - 0%	20 (22%)

Performance by Standard

Performance by Standard indicates the percentage of students in your school who achieved 69% - 0% on the VA SOL Tutorial Post-Test (11).

Standard	# Quests.	Students in 69% - 0%*
Demonstrate comprehension of printed materials Full Description	46	18 (23%)
Use word analysis strategies and information resources Full Description	4	25 (27%)
Total	50	20 (22%)

*Calculated based on students who have completed the assessment.

The second table displays student performance by Reporting Category. Click on one of the reporting category names to drill down to information on each Tutorial unit.

- Support
- Program Materials
- VA DOE Copyright

Assessment Results - Change in Performance

Report Criteria

Subject & Grade: Reading 12th [Edit](#)

Assessment:
VA SOL Tutorial Pre-Test (12) (42 Quests.) (12/20 Students) [Edit](#)

[Printer-Friendly Format](#)

[Previous Report](#)

Report Key

- 100% - 85%
- 84% - 70%
- 69% - 0%

Performance by Standard

Performance by Standard indicates the percentage of students in your school who achieved 100% - 85% or 84% - 70% on the VA SOL Tutorial Pre-Test (12).

Standard	# Quests.	Students in 100% - 85% or 84% - 70% *
Total	42	2 (17%)
Understand the elements of literature Full Description	28	2 (15%)
Unit 1 Understanding Text - Identifying basic facts and main ideas ... Full Description	4	5 (38%)
9.3a Identify format, text structure and main idea Full Description Skill Breakdown	2	3 (23%)
9.4e Extend general and specialized vocabulary through speaking, ... Full Description Skill Breakdown	2	6 (46%)
Unit 2 Making connections - Deepening the understanding of a litera... Full Description	5	10 (77%)
11.4e Analyze information from a text to draw conclusions Full Description Skill Breakdown	5	10 (77%)

Don't forget to click on **Skill Breakdown** for more detailed information

Assessment Results – Individual Student Performance (At School Administrator Level Only)

This report shows you the individual performance of a student on either a single benchmark or on all benchmark tests taken. You may want to discuss this report with the student's teacher and/or parent.

From **Your Reports** page, click on **Individual Student Performance**. On the next page, select the student's grade and first letter of last name. Click **Next**.

Select the student's name from the drop-down menu and select **Single Assessment** or **All Assessments**

On the next page, select an assessment. Click **Next** and you'll have an individualized report for this student. Remember to drill down to view performance by skill.

Question Response Details

This report enables you to view how a grade performed on each particular question of a benchmark by highlighting trends in student responses. It also shows you response trends by class.

From **Your Reports** page, click on **Question Response Details**. On the next page, select the appropriate grade. Click **Next**.

On the next page, select the appropriate assessment. Click **Next**.

This report will show you -- question by question -- the percentage of students that selected each answer choice.

Assessment Results - Question Response Details

Report Criteria

Subject & Grade: Reading 11th [Edit](#)

Assessment: VA SOL Tutorial Pre-Test (11) (50 Quests.) (139/153 Students) [Edit](#)

[Printer-Friendly Format](#)

Question: 1 2 3 4 5 6 7 8 9 10 [Next](#)

Question

[View Passage](#)

Question 1:

From which point of view is this selection written?

- ✓ A First person
- B Third person, limited to Emerson
- C Third person, limited to Nature
- D Omniscient

Demonstrate comprehension of printed materials

The bottom of the report allows you to do a class by class comparison.

Answer Summary

Answer	ANY HS
A	33%
B	20%
C	47%
D	0%
Blank	0%

By Class

Class	A	B	C	D	Blank
Rissin - Pd 1	0%	0%	100%	0%	0%
Rissin - Pd 3	33%	20%	47%	0%	0%
Total	33%	20%	47%	0%	0%

And, don't forget to drill down to see how individual students answered!!

Answer Summary					
Answer	Rissin – Pd 3				
A	38%				
B	23%				
C	46%				
D	0%				
Blank	0%				

By Student					
Student	A	B	C	D	Blank
Student, _____	•				
Student, _____			•		
Student, _____	•				
Student, _____			•		
Student, _____			•		
Student, _____	•				
Student, _____	•				
Student, _____	•				
Student, _____			•		
Student, _____		•			
Student, _____			•		
Student, _____		•			
Student, _____			•		
Student, _____		•			
Total	38%	23%	46%	0%	0%

Disaggregate Performance Report

This report is not applicable to the Tutorial.

Group Students by Shared Skill Performance

This report enables you to identify students across a grade in need of remediation on a particular skill. This report is particularly helpful if your teachers are using the Tutorial with entire classes.

From **Your Reports**, click on **Shared Skill Performance**. On the next page, select the appropriate grade. Click **Next**.

On the next page, choose the appropriate assessment. Click **Next**.

Select a skill you would like to address (i.e., supporting details), select **All Classes** or an individual class. Select the number of students you'd like to pull from each class (i.e., 3).

Your report will let you know how each student performed on a particular skill as well as each student's overall score on the selected benchmark.

Grouping Report - Shared Skill Performance

Review or edit your choice(s) then choose the next report criteria below.

Subject & Grade: Reading 11th [Edit](#)

Assessment:
VA SOL Tutorial Pre-Test (11) (50 Quests.) (139/153 Students) [Edit](#)

Skill:
Generalizing main topic (3 Quests.) [Edit](#)

Classes: All Classes [Edit](#)

Number of Students from Each Class: 5 [Edit](#)

[Printer-Friendly Format](#)

Report Key

- 100% - 85%
- 84% - 70%
- 69% - 0%

Pullout by Skill Performance

Here are the 5 students in each class who need the most help on Generalizing main topic (3 Quests.) based on the VA SOL Tutorial Pre-Test (11).

Student Name	Student,	main topic (3	VA SOL Tutorial Pre-Test (11) Overall Score
Block 2			
	na	33%	44%
		33%	68%
		67%	68%
		100%	74%
		100%	78%
Block 3			
		0%	66%
		33%	48%
		33%	56%
		33%	78%

Usage by Log-Ins

This report enables you to identify how often administrators, teachers, and students are using the Tutorial.

From **Your Reports** page, click **Usage by Log-ins**.

Select the time frame you are interested in viewing (i.e., **School year to date** or a particular month). Click **Next**.

- [Your Profile](#)
- [Support](#)
- [Program Materials](#)
- [VA DOE Copyright](#)

Usage Report - Usage by Log-In

Choose your report criteria.

Time Frame: Select...

[Next](#)

- Select...
- School year to date
- July 2005
- August 2005
- September 2005
- October 2005
- November 2005
- December 2005
- January 2006

The first table displays the percentage of users who have logged in to the Tutorial. You will also see the average number of log-ins for each user group. Of particular interest would be what percentage of students have logged in. You will also be able to see details for each class.

- [Your Profile](#)
- [Support](#)
- [Program Materials](#)
- [VA DOE Copyright](#)

Usage Report - Usage by Log-In

Choose your report criteria.

Time Frame: School year to date [Edit](#)

[Printer-Friendly Format](#)

Usage by User Group

Log-Ins		
User Group (# of Users)	% Logged In	Avg. # Log-Ins
Administrators (1)	100%	2
Teachers (1)	100%	29
Students/Parents (21)	67%	9.43

*Calculated based on users who have logged in.

Usage Details

Teachers & Students		
Teacher Name	# Log-Ins	% of Students Who Logged In
Rissin, Jaimie	29	100%

Administrators	
Administrator Name	# Log-Ins
Administrator	2

Usage by Tests Taken

This report will show you *how* the Tutorial is being used in your school. In addition to teacher-assigned benchmark tests (diagnostic pre-test, unit quizzes), students also have the ability to complete “practice sets” on their own.

If you see that there are an inordinate amount of benchmark tests being taken in a class, you may want to consult with that teacher. Teachers should not be running students through every single unit test, but rather selectively assigning unit tests when appropriate. In addition, if you see that students are taking *only* practice sets, and no benchmark tests, you should consult with that teacher. This likely means that students have been left to their own devices and that there is little, if any, teacher intervention.

From **Your Reports** page, click on **Usage by Tests Taken**.

Select a particular class or a **Class by Class Comparison**.

jpulley8

[My Account](#)

- [Your Profile](#)
- [Support](#)

[Program Materials](#)

• [VA DOE Copyright](#)

[Homepage](#) [Your Reports](#) [Benchmark Tests](#) [Manage Accounts](#)

Usage Report - Usage by Tests Taken

Choose your report criteria.

Class: Select...

Select...
Class By Class Comparison

Next

Rissin – Pd 1
Rissin – Pd 3

In order to see data for both 11th and 12th grades, select **All Reading**. The Benchmark tests are 11th grade tests, therefore you will not see 12th grade as an option in this report.

All Tests Taken will include data on benchmark tests as well as student-initiated practice sets. And, finally, select **School Year to Date** or a particular month. Click **Next**.

My Account

- [Your Profile](#)
- [Support](#)

Program Materials

- [VA DOE Copyright](#)

[Homepage](#)
[Your Reports](#)
[Benchmark Tests](#)
[Manage Accounts](#)
[Manage Classes](#)

Usage Report - Usage by Tests Taken

Review or edit your choice(s) then choose the next report criteria below.

Class: Class By Class Comparison [Edit](#)

Choose your report criteria.

Subject & Grade:

Test Type:

Time Frame:

[Next](#)

The first table displays the number of benchmark tests that have been taken for each class.

The second table displays the number of student-initiated practice sets by class. (Teacher created tests are not a functionality of the Tutorial).

• [Support](#)

Program Materials

- [VA DOE Copyright](#)

Usage Report - Usage by Tests Taken

Review or edit your choice(s) then choose the next report criteria below.

Class: Class By Class Comparison [Edit](#)

Subject & Grade: All Reading [Edit](#)

Test Type: All Test Taken [Edit](#)

Time Frame: School Year To Date [Edit](#)

[Explain This Report](#) | [Printer-Friendly Format](#)

Tests Taken - School Year To Date

Data as of 1/12/2006 8:40:00 PM ET

Student Accounts: 13

Division/School-wide Benchmarks & Teacher Assigned Benchmarks	Jul	Aug	Sept	Oct	Nov	Dec	Jan
Any HS	0	0	0	4	17	0	0
Reading 12	0	0	0	4	17	0	0

Teacher Created Tests and Student Initiated Practice Quizzes	Jul	Aug	Sept	Oct	Nov	Dec	Jan
Any HS	0	0	0	32	1	0	0
Rissin - Pd 1	0	0	0	0	0	0	0
Rissin - Pd 3	0	0	0	32	1	0	0

4. View Benchmark Tests

Just as your teachers should be quite familiar with the actual content of the Tutorial, you can also access this content from your administrator account.

From your Homepage, click on the **Benchmark Tests** tab.

The screenshot shows the 'Benchmark Assessments' page. On the left is a sidebar with 'My Account' (Your Profile, Support, Live Help Chat) and 'Program Materials' (VA DOE Copyright). The top navigation bar includes 'Homepage', 'Your Reports', 'Benchmark Tests' (selected), 'Manage Accounts', and 'Manage Classes'. Below the navigation bar are links for 'VIEW ASSESSMENTS' and 'REPORTING'. The main content area is titled 'Benchmark Assessments' and contains two sections: 'View/Edit Assessments' with a link 'Work with assessments that you have already created', and 'Assessment Results' with links for 'Detailed Performance on skills', 'Assessment Results and Comparison by standard', 'Individual Student Performance by skill', 'Question Response Details', and 'Disaggregate Performance by student characteristics'.

Click on **Work with assessments you have already created.**

The screenshot shows the 'View Assessments' page. The sidebar is identical to the previous screenshot. The top navigation bar is the same. The main content area is titled 'View Assessments' and includes the text: 'Below is a list of benchmark assessments. To view assessment details, click on an assessment name.' There is an 'Update' button. Below this is a table of assessments.

Name (Created by)	Subject	Grade	Date Created/Last Modified	Admin Style
Unit 9 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 9 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 8 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 8 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 7 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 7 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 6 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 6 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 5 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 5 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 4 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 4 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 3 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 3 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 2 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 2 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 1 Post Test (11) (A. Reading)	Reading	11	9/27/2005	Online
Unit 1 Pre Test (11) (A. Reading)	Reading	11	9/27/2005	Online
VA SOL Tutorial Post-Test	Reading	11	9/27/2005	Online

Click on the name of the benchmark that you'd like to review (i.e., *VA SOL Tutorial Pre-Test (11)*) On the next page, select **Preview Teacher Version**.

Benchmark Test Details

Below are the details of the test you have chosen. Click 'Preview Teacher Version' if you wish to view the entire test

Name of Test: **VA SOL Tutorial Pre-Test (11)**
 Grade: **11th**
 Subject: **Reading**
 Alignment: **Virginia SOL EOC Reading Standard - 2002**
 Reserve Questions?: **Yes**
 Number of Questions: **50**

Test Options

[Preview Teacher Version](#)
[Print Answer Key](#)

Scroll down to see the test in its entirety. You will see a passage first, and then the associated questions.

Preview Teacher Version

Name of Assignment: **VA SOL Tutorial Pre-Test (11)**

Section 1
Passage 1029940

Options

Confirm
[Edit Administration Style](#)
[Print Student Version](#)
[Print Answer Key](#)
[Print ReviewScan IDs](#)

Directions: Read the passage and answer the questions that follow.

from Nature

Ralph Waldo Emerson

1. To go into solitude, a man needs to retire as much from his chamber as from society. I am not solitary whilst I read and write, though nobody is with me. But if a man would be alone, let him look at the

If necessary, you may also **print an (offline) student version**, and/or **print an answer key**. (**Print ReviewScan IDs** does not apply to the Tutorial as this link concerns the scanning of tests.)

***Note:** Please **DO NOT** click on **Edit Administration Style**. The Tutorial is already set up according to specifications set by VDOE.

Help and Information

For technical assistance:

- Call The Princeton Review Customer Support Hotline – 1-888-778-7737
- Email The Princeton Review at helpme@review.com
- Access Live Chat from your administrator account: 12-3pm (EST), Mon – Fri

For questions regarding eligibility and additional training:

- Contact Tracy Robertson, English Coordinator, Virginia Department of Education (804-371-7585)
Tracy.Robertson@doe.virginia.gov

For general questions regarding the Tutorial:

- Contact Renee Vogel, Account Manager, The Princeton Review (1-800-738-4392, x 1237)
renee@review.com)

Appendix

Virginia SOL Reading Tutorial Unit Plan

The Tutorial is divided into nine instructional units. Please note that a heavily tested SOL may appear in more than one unit (i.e., *9.3a Identify format, text structure and main idea*, appears in units one, three, four, five and six.)

***Unit One: Understanding Text-* Identifying basic facts and main ideas in a text and using them as the basis for interpretation.**

Words in context

11.3 d- Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

9.4 e- Extend general and specialized vocabulary through speaking, reading, and writing.

Main idea

9.3 a- Identify format, text structure and main idea.

Supporting details

9.4 c- Synthesize information from sources and apply it in written and oral presentations

***Unit Two: Making connections-* Deepening the understanding of a literary or non-literary work through making educated conclusions about information in text.**

Supporting details

9.4 c- Synthesize information from sources and apply it in written and oral presentations.

9.4 b- Evaluate clarity and accuracy of information.

Predictions

11.4 d- Generalize ideas from selections to make predictions about other texts.

Conclusions and generalizations

11.4 e- Analyze information from a text to draw conclusions.

Determine validity of conclusions

9.4 b- Evaluate clarity and accuracy of information.

***Unit Three: Genre-* Identifying, analyzing, and applying knowledge of the characteristics that distinguish one literary form from another.**

Identify similarities and differences within and across texts

10.6 b- Compare and contrast character development in a play to characterization in other literary forms.

Recognize various literary genres

9.3 b- Identify the characteristics that distinguish literary forms.

Main idea

9.3 a- Identify format, text structure and main idea.

Supporting details

11.10 d- Evaluate quality and accuracy of information.

11.10 e- Synthesize information in a logical sequence.

Cause and Effect

11.10 e- Synthesize information in a logical sequence.

***Unit Four: Fiction-* Identifying, analyzing, and applying knowledge of the structure and elements of fiction and providing evidence from the text to support understanding.**

Setting

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Characterization

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

11.3 c- Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

Elements of literature

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Point of view

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Main Idea

9.3 a- Identify format, text structure, and main idea.

Recognize various literary genres

9.3 b- Identify the characteristics that distinguish literary forms.

11.3 c- Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

Author's opinion/Point of view

11.3 d- Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

9.4 a- Identify a position/argument to be confirmed, disproved, or modified.

Theme

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Unit Five: Nonfiction- Identifying analyzing, and applying knowledge of the structure and elements of the purpose, structure, and elements of nonfiction or informational materials and providing evidence from the text to support understanding.

Main idea

9.3 a- Identify format, text structure and main idea.

Supporting details

10.4 a- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms to complete specific tasks.

9.3 a- Identify format, text structure and main idea.

10.3 b- Identify main and supporting details.

Author's opinion/Point of view

11.3 d- Describe how use of context and language structures conveys an author's point of view in contemporary and historical essays, speeches, and critical reviews.

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Conclusions and generalizations

10.4 a- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms to complete specific tasks.

10.3 b- Identify main and supporting details.

11.4 e- Analyze information from a text to draw conclusions.

11.4 d- Generalize ideas from selections to make predictions about other texts.

Identify similarities and differences across texts

10.4 d- Compare and contrast product information contained in advertisements with instruction manuals and warranties.

Unit Six (2002 SOLs): Informational materials - Identifying, analyzing, and applying knowledge of the structure and elements of informational and nonfiction materials and providing evidence from the text to support understanding

Supporting Details

9.4 a- Identify a position/argument to be confirmed, disproved, or modified

9.4. d- Identify questions not answered by a selected text

9.4. e- Extend general and specialized vocabulary through speaking, reading, and writing

10.4.a- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks

10.4. b- Skim manuals or informational sources to locate information

11.4. e- Analyze information from a text to draw conclusions

Conclusions and Generalizations

9.4 a- Identify a position/argument to be confirmed, disproved, or modified

10.4. a- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks

- 10.4. b- Skim manuals or informational sources to locate information
- 11.4. b- Read and follow directions to complete an application for college admission, for a scholarship, or for employment
- 11.4. e- Analyze information from a text to draw conclusions

Words in context

- 9.4. e- Extend general and specialized vocabulary through speaking, reading, and writing.

Author's opinion/point of view

- 9.4 a - Identify a position/argument to be confirmed, disproved, or modified

Identify the purpose and content of informational resources

- 9.4. b- Evaluate clarity and accuracy of information

Purpose of functional documents

- 9.4. b- Evaluate clarity and accuracy of information

10.4. a- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks

Summarize

- 10.4. b- Skim manuals or informational sources to locate information

Compare and contrast

- 10.4. b- Skim manuals or informational sources to locate information

Reading strategies

- 10.4. b- Skim manuals or informational sources to locate information

Cause and Effect

- 10.4. b- Skim manuals or informational sources to locate information

Sequence

- 11.4. b- Read and follow directions to complete an application for college admission, for a scholarship, or for employment

- 11.4. e- Analyze information from a text to draw conclusions

Generalizing main topic

- 11.4. d- Generalize ideas from selections to make predictions about other texts

Purposes of texts

- 11.4.e- Analyze information from a text to draw conclusions

Identify structural features of media

- 11.4. e- Analyze information from a text to draw conclusions

***Unit Seven: Style and Language* Identifying and analyzing how an author's words appeal to the senses, create imagery, establish a tone, as well as providing evidence from the text to support understanding.**

Language usage

- 9.3 e- Explain the relationship between author's style and literary effect.

Literary devices

- 9.3 b- Use literary terms in describing and analyzing selections.

Author's purpose

11.3 d- Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

Tone

9.3 c- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

***Unit Eight: Strategies and Organization-* Identifying how to evaluate, analyze and properly cite texts.**

Reading strategies

- 10.4 b- Skim manuals or consumer texts to locate information.

Generalizing main topic

- 11.4 d- Generalize ideas from selections to make predictions about other texts.

Locate Information in texts using organizational features

10.4 a- Analyze and apply the information contained in warranties, contracts, job descriptions, and technical descriptions.

Unit Nine: Using Information from a variety of Resource Materials

Documentation and citation

11.10 f- Document sources of information using a style sheet format, including Modern Language Association (MLA) or American Psychological Association (APA).

- 9.7 a- Define the meaning and consequences of plagiarism.

Author's Opinion/Point of view

9.7 b- Distinguish one's own ideas from information created or discovered by others.
11.10 f -Document sources of information using a style sheet format, including Modern Language Association (MLA) or American Psychological Association (APA).
Generalizing Main Topic
11.9 a- Narrow a topic.
11.9 b- Collect information to support a thesis.
Identify a variety of ways to organize texts
10.10 a- Organize information from a variety of sources.
Determine validity of conclusions
10.10 b- Verify the accuracy and usefulness of information.
11.9 b- Collect information to support a thesis.